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ABSTRACT

This project report outlines a continuing investigation (1965-73) into the teaching of German in Swedish public schools and steps taken toward the compilation and construction of teaching materials for use in introductory courses. The work is reviewed following four principal phases of completed project research and development: (1) analysis of the educational conditions: aims, pupils, and material analyses; (2) educational process analysis and experiments in teaching methods; (3) educational product analysis with tests of various kinds; and (4) production of teaching materials in accordance with the results obtained in phases 1-3. Objectives and procedures are subclassified and include references to basic Swedish texts. (RL)

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Title of Project: Instructional Methods in German (IMG)

Carried out at: Institute of Education, Malmö School of Education

Scientific Leader: Professor Ebbe Lindell

Project Leader: Horst Löfgren, Licenciate in Philosophy

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Background and Aims

The IMG Project, which commenced in the Autumn Term of 1965 and is expected to continue until 1973, is included in the research and development work (R & D) financed by the National Board of Education.

The principal aims of the project are (1) to undertake a scientifically planned investigation of certain conditions for, and various methodical concepts in, the teaching of German to Swedish comprehensive school pupils and (2) to produce, against this background and with the aid of a succession of tests and revisions, a teaching material system for beginners´ courses in German.

Structure

The research and production of teaching material undertaken on the IMG project has been made possible through the collaboration of research scholars, linguistic experts, methodologists, authors, pub-

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lishers, teachers and pupils. The research workers and authors group convert the results of the basic research into guide lines for the compilation and construction of teaching materials. These materials are tried out and the work of revision is dependent on the pupils' performance and the teachers' reactions.

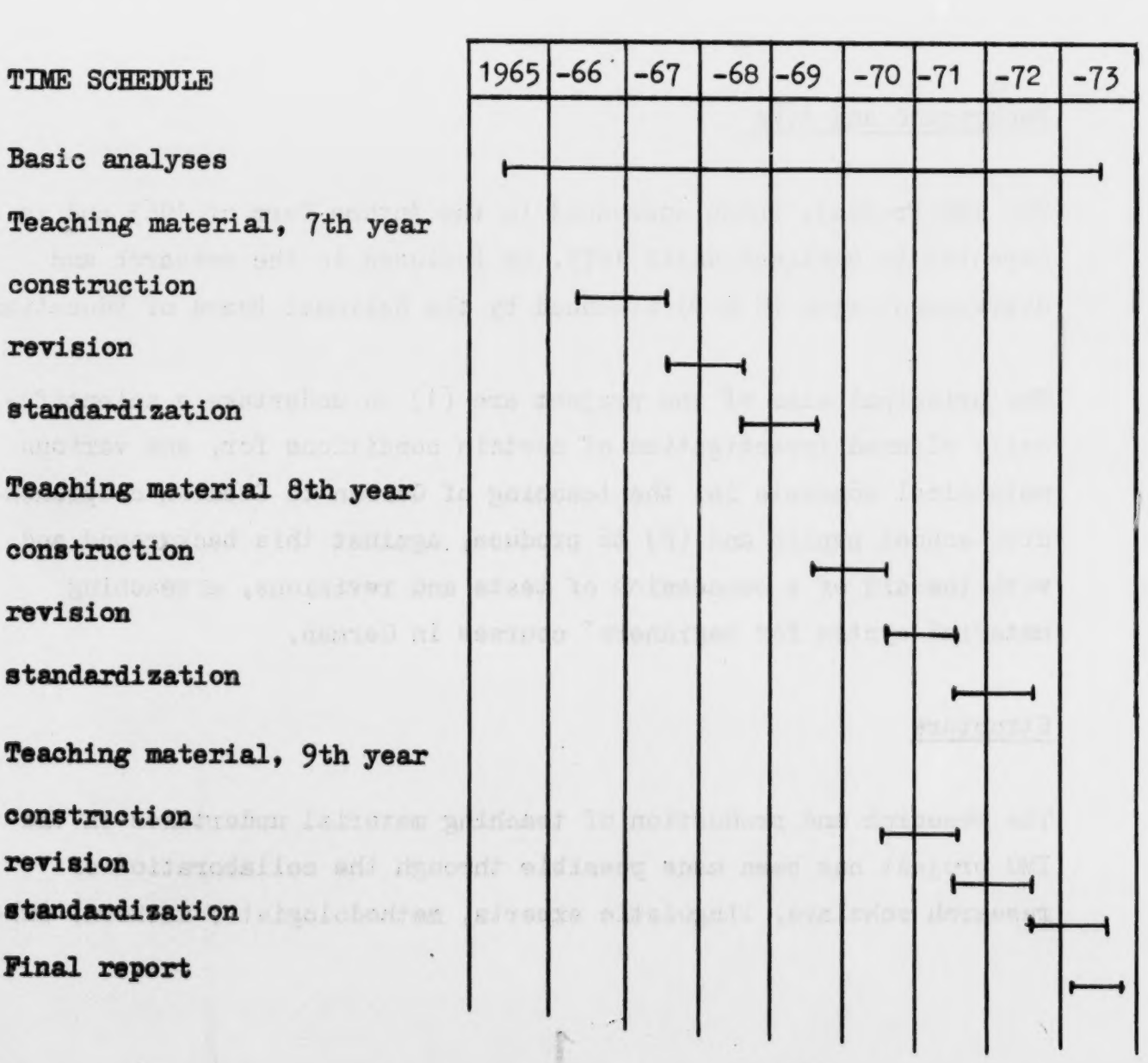
The work of the IMG Project can be divided into the following four principal phases:

1. Analysis of the educational conditions: aim, pupil and material analyses.

2. Educational process analysis and experiments in teaching methods.

3. Educational product analysis with tests of various kinds.

4. Production of teaching materials in accordance with the results obtained in 1 - 3 above.



I. Analyses of the Conditions

I.1 Aims

I.1.1 Analyses of expert opinions. Amongst others, studies of the grammatical content and subject range represented in the most commonly used textbooks in German. The degree of consensus established by a content analytical process. The first studies of this kind were intended to determine points of departure for certain experiments in methods, among other things.

References:

Lindell, E (Red.) Språkprojektet "Tyska 7" läsåret 1965-66: I. Målen för undervisningen. Pedagogisk-psykologiska problem, Nr 35, 1966. (a)

Schwandt, E Innehållsanalyser av läroböcker i tyska för grundskolans årskurs 8. Pedagogisk-psykologiska problem, Nr 66, 1968.

Schwandt, E Frekvensundersökning av de finita verbformerna i några läroböcker i tyska för grundskolans åk 8. Manus 1968.

I.1.2 Consumer analyses. An investigation is carried out at this point with the intention of determining the occurrence of the German language in Swedish commercial and industrial life, so as to obtain profiles for the four linguistic activities listen to German, read German, write German and speak German.

The guide lines for an inquiry into the need for and occurrence of the German language in private life have been authorised and can be started as soon as funds are made available.

References:

Larsson, I. Tyska språket i delar av svenskt näringsliv: En studie i enkätmetodik och en undersökning av språkbehoven. Pedagogisk-psykologiska problem, Nr 101, 1969.

I.1.3 Tolerance investigations. These are intended to ascertain how perfect various types of linguistic attainments require to be in various consumer contexts. Has, for example in school teaching, the requirement for perfection been exaggerated and the need for rapidity underestimated?

At present work is proceeding om material produced in writing by German school pupils drawing attention to Swedish pupils' faulty German construcions. In this way it is possible to find out what various types of mistakes lead to defective communication and what types are, so to say, tolerated.

1.2 Pupil analysis

1.2.1 Analyses of errors. An investigation has been made here of the types of errors and the frequency of errors in the pupils' written work. An analysis is in progress at present covering the spoken language.

In order to survey the difficulties experienced by Swedish pupils in pronouncing German a comparison has been made of the phoneme systems of Swedish and German and an analysis drawn up of some pupils' pronunciation of German spirants and affricates.

References:

Engh, B Feltyper och felfrekvenser i en grupp gymnasieelevers skriftliga prestationer i ämnet tyska. Pedagogisk-psykologiska problem, Nr 57, 1968. (a)

Engh, B Feltyper och felfrekvenser i årskurs 9 vid fri skriftlig produktion i tyska. Pedagogisk-psykologiska problem, Nr 72, 1968. (b)

Kitzing, K Några malmöelevers uttal av tyska spiranter och affrikator. Pedagogisk-psykologiska problem, Nr 49, 1967.

1.2.2 General pupil conditions. Under this heading an investigation has been made of more general pupil characteristics, which may be of importance for the teaching of a foreign language to beginners, such as intelligence, verbal aptitude, auditive aptitude and previous knowledge.

I.3 Material Analysis

I.3.1 Investigations into the frequency of structures. The intention is to study the structure of the German language in its spoken and written forms in order to secure basic grammatical elements which must be included in instruction of beginners.

References:

Nilsson, B Strukturfrekvenser i tyskt tidningsspråk ("Bildzeitung"): Metodkonstruktion och några förstudier. Pedagogisk-psykologiska problem, Nr 88, 1969.

Lindell, E & Nilsson, B Strukturfrekvenser i tyskt tidningsspråk: En analys av ett antal nummer av "Bildzeitung". Ur: Allén, S & Thavenius, J (Ed), Språklig databehandling. Lund: Studentlitteratur, 1970. Pp 115-137.

I.3.2 Investigation into the frequency of words in modern German newspaper language are being conducted in the Department of German in the University of Lund. This work receives some financial support from the IMG project.

References:

Rosengren, I Modern German Newspaper Language. In the course of preparation.

2. Educational Process Analysis

2.1.1 With or without text: Is it true that an early introduction of text (in the foreign language) in the teaching of beginners disturbs the learning process, or can the text in a language which is relatively uniform from the point of view

of its phonetics and spelling, such as German, be considered rather as an aid to learning? Beginners' experiments with and without text have been carried out.

References:

Lindell, E (Red) Med eller utan text? Empirisk belysning av en stridsfråga beträffande nybörjarundervisning i främmande språk. Pedagogisk-psykologiska problem, Nr 41, 1966. (c)

2.1.2 Testing of series of lessons with varying proportions of grammar and language laboratory exercises. An investigation has been made as to whether summaries in the form of grammatical paradigms are unnecessary distractions or valuable short-cuts.

Further, tests have been made of varying forms of work in the stutio and various forms of combination between classroom teaching and teaching in the studio.

References:

Lindell, E (Red) Två språkpedagogiska metodförsök: I. Arbetsformer i språklaboratorium. II. Försök med en gammal paradigm. Pedagogisk-psykologiska problem, Nr 44, 1966. (d)

Lindell, E (Red) Kombination av språklaboratorieövningar och klassrumsundervisning. Pedagogisk-psykologiska problem, Nr 46, 1967. (a)

Lindell, E (Red) Kombination av språklaboratorieövningar och klassrumsundervisning, ett parallellförsök. Pedagogisk-psykologiska problem, Nr 50, 1967. (b)

Löfgren, H (Red) Kombination av klassrumsundervisning och övningar av språklaboratorietyp: Exempel på första utprövning av en undervisningsenhet. Pedagogisk-psykologiska problem, Nr 52, 1967.

Lindell, E (Red) Ett försök med självinstruerande material i språklaboratorium och i skriftlig programmering. Pedagogisk-psykologiska problem, Nr 53, 1967. (c)

2.1.3 With or without a Swedish translation of the glossaries? Recourse to Swedish may be thought to imply both an accelerated understanding of new words and an interference in the pupils' familiarity with thinking and speaking with the help of the foreign language. Which carries the more weight and are there possibilities of finding compromise solutions which will promote efficiency?

A small number of investigations has been carried out regardning the effects of various ways of learning words such as word lists in one language, in two languages, illustrated vocabularies and other combined methods.

References:

Löfgren, H Försök med en- och tvåspråkiga ordlistor. Pedagogisk-psykologiska problem, Nr 29, 1966.

Löfgren, H Försök med två olika typer av ordlistor. Pedagogisk-psykologiska problem, Nr 62, 1968.

Hall, P Ett försök med bildordlista. Pedagogisk-psykologiska problem, Nr 78, 1969. (a)

2.2 Investigations by Questionnaire

2.2.1 Teachers' experiences. In order to discover the teachers' attitude to a series of problems of current interest, mainly of a methodical nature, an investigation by questionnaire has been carried out with the aid of teachers of the senior stage of the comprehensive school.

References:

Hall, P Hundra språklärares erfarenheter: Enkät om undervisningsmetodiken i främmande språk på grundskolans högstadium. Pedagogisk-psykologiska problem, Nr 97, 1969. (b)

2.2.2 Pupils' experiences. Investigations of the attitudes of pupils have been carried out in the senior stage of the comprehensive school and in the secondary school.

Lindell, E (Red) Elevattityder mot olika arbetssätt i tyska. Pedagogisk-psykologiska problem, Nr 58, 1968.

Magnusson, Gerd. Elevattityder mot nytta och nöje av olika arbetssätt i språkundervisningen. Manus 1968.

Hall, P. Elevers erfarenheter av språkundervisningen i grundskola och gymnasium. En enkätstudie. In the course of preparation.

2.3 Learning German in the Comprehensive School

In order to study the process of learning German during the first year of teaching German, an analysis is being made at present of a number of course diagnoses which have been given during the first year.

References:

Lindell, E. and Löfgren, H Inlärning av tyska i grundskolan. In the course of preparation.

2.4 Instruction with the Aid of Assistant Teachers

During School Years 1968-69 and 1969-70 experiments have been made on a change of the school organization permitting the co-operation of assistant teachers in the teaching of German to the 7th and 8th years. Report in the course of preparation.

3 Educational Product Analysis

3.1 Assessment of the Pupils' Linguistic Proficiency in German

Investigations have been carried out to contribute to our understanding of the elements of linguistic proficiency and how it is possible to assess it from as many angles as possible. Linguistic proficiency analyses have been carried out of 7th and 9th year pupils.

References:

Löfgren, H. Mätningar av språkfärdighet i tyska: En undersökning på elever i årskurs 7. Pedagogisk-psykologiska problem, Nr 84, 1969.

Löfgren, H. Mätningar av språkfärdighet i tyska: En undersökning på elever i årskurs 9.

Report in the course of preparation

3.2 The Development of Pronunciation

Following a comparison between the phoneme systems of German and Swedish an investigation has been made of some Malmö pupils' pronunciation of German spirants and affricates. A study is being made at present of phonetic errors during one school year's of German.

References:

Kitzing, K. Några malmöelevers uttal av tyska spiranter och affrikator. Pedagogisk-psykologiska problem, Nr 49, 1967

Nauclér, K. Nybörjarundervisning i tyska. Några uttalsproblem. Report in the course of preparation.

3.3 First Year German: An Educational Product Analysis

An evaluation of the printed version of the IMG material for pupils of the 7th year has been made and the data is at present being analysed. The investigation of the affects also implies a comparison with other existing material. Report in the courses of preparation.

3.4 First Year German: Questionnaires to Pupils and teachers within IMG.

The IMG material has also been evaluated with regard to both the general impression given by the material and also to the various types of exercises included.

References:

Hall, P. Första årets tyska: Elev- och lärarenkäter inom UMT. Report in the course of preparation.

4 The Construction and Testing of Instruction Material

4.1 Summary of the Principles of Instruction Material Production

A summary description of IMG project planning of an concrete work on teaching material production is under consideration.

References:

Lindell, E. Läromedelssystem för undervisning i främmande språk: Principöversikt och exempel. Pedagogisk-psykologiska problem, Nr 73, 1968.

4.2 Working on a System of Teaching

Whereas the preceding description deals with the planning and work of construction, this account includes direct examples from the complete teaching system with its structure of variegated types of exercises, instructional material and diagnostic tests. Certain results of the tests are also reported with regard to both performance and attitudes.

References:

Lindell, E. (Red) Att arbeta med ett undervisningssystem. En presentation av UMT-projektets läromedel. Pedagogisk-psykologiska problem, Nr 106, 1970.

Address:

Pedagogisk-psykologiska institutionen
Lärarhögskolan
Fack
S-200 45 MALMÖ 23